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| Technology Integration for Meaningful Classroom Use |
| Daily Lesson GAME Plan |

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| Lesson Title: What is going on in the world, country, state, and locally with environmental conservation? | Related Lessons: Why should we recycle? The affects of pollution on the environment. What steps can be taken to conserve the environment? |
| Grade Level: 6th | Unit: Environmental Conservation |

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| GOALS |
| Content Standards:  Life Science   * Populations and ecosystems   Science in Personal and Social Perspectives   * Personal health * Populations, resources, and environments * Natural hazards * Risks and benefits * Science and technology in society |

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| ISTE NET-S |

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| 1.Creativity and innovation | 4.Critical thinking, problem solving, decision making |
| 2.Communication and collaboration | 5.Digital Citizenship |
| 3.Research and information fluency | 6. Technology operations and concepts |

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| Instructional Objective(s):  Students will search for online-articles about environmental conservation at the world, country, state, and local level. Students will read their articles and write a summary for each one. Students will post the link of their articles to their group blog and summaries. Students will have to comment on group members posts and find similarities with their own. |

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| ACTION |
| Before-Class Preparation:  Groups of four will be created. Lessons on how to do an affective search and how to use a blog. |

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| During Class |

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| Time | Instructional Activities | Materials and Resources |
| Day 1  20 minutes | Students in group of fours create a blog. Each student in the group will research either an environmental issue with the world, country, state or locally; one for each student.  Example:  Student A- Some where in the World  Student B- Some where in the Country  Student C- Some where in the State  Student D- Some where locally within the County, Town, or City  Students will use any search engine of their liking. | • computer with internet • blogger.com |
| Day 1  15 minutes | Once students have found their article via the internet they will read and summarize their article. |  |
| Day 1  15 minutes | Students will then post the link to their group blog along with a summary of their article.  The summary should include:   * Date * Place * Who or what is affected * Efforts to resolve the issues | • computer with internet access to blogger.com |
| Day 2  40 Minutes | Students should now read each of their group members’ blog postings. Then students will comment on each group members post and note the following:   * Similarities in their articles * Differences in their articles * Opinions on the situation * Ask a question | • computer with internet access to blogger.com |
| Day 3  20 Minutes | Students will read comments left by their teammates and respond to the comments.  Students will then reflect on what they learned from not only their own blog post but everyone else in their group. This will also be a blog post. | • computer with internet access to blogger.com |

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| MONITOR |
| Ongoing Assessment(s): Use a checklist to ensure active student participation in the collaboration. Periodically check the links, summaries, and responses on their groups blogs. Students use a teacher-generated rubric to identify components on the group blog.  Accommodations and Extensions: Provide guidance to students who are having difficulty finding an article or summarizing as well. If some students need assistance in managing their blogs, consider placing them with a partner to complete the task. Encourage students to reduce, reuse, and recycle. |

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| EVALUATION |
| Lesson Plan Reflections and Notes: Grade the activity using a rubric for each completed component. Incorporate student suggestions for new activities or demonstrations that can show the impact of pollution on the world’s environment. |